



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Deering High School
SAU: Portland Public Schools

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2011-2012 NCLB Report Card



School: Deering High School
SAU: Portland Public Schools
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	288	271	94	46	45	47	10	36	28	25	265	6	
	2010-2011	239	229	96	54	48	50	10	44	21	25	224	5	0
Female	2009-2010	138	131	95	51	46	49	15	36	27	21			
	2010-2011	118	111	94	57	50	54	10	47	23	21			
Male	2009-2010	150	140	93	42	45	46	6	36	28	29			
	2010-2011	121	118	98	51	46	46	9	42	20	29			
Caucasian/White	2009-2010	216	206	95	54	55	48	14	40	29	17			
	2010-2011	171	163	95	63	61	51	13	50	19	18			
African American/Black	2009-2010	38	31	82	19	14	28	<1	19	16	65			
	2010-2011	34	33	97	18	10	23	<1	18	39	42			
Hispanic	2009-2010	6	6	100		29	42							
	2010-2011	6	5	83		53	45							
Asian or Pacific Islander	2009-2010	27	27	100	26	24	41	<1	26	26	44			
	2010-2011	27	27	100	44	43	51	4	41	15	41			
American Indian or Native Alaskan	2009-2010	1	1	100			27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	102	95	93	27	23	31	3	24	27	44			
	2010-2011	102	94	92	34	25	34	2	32	23	43			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	46	41	89	20	21	16	2	17	32	49			
	2010-2011	30	29	97	14	15	17	<1	14	24	62			
Limited English Proficient	2009-2010	43	38	88	16	8	13	<1	16	18	66			
	2010-2011	41	40	98	10	6	9	<1	10	30	60			

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	288	270	94	35	33	45	4	31	36	29	264	6
	2010-2011	239	229	96	46	41	49	5	41	26	28	224	5
Female	2009-2010	138	131	95	37	31	43	7	30	35	28		
	2010-2011	118	111	94	46	38	47	4	42	28	26		
Male	2009-2010	150	139	93	34	35	47	2	32	37	29		
	2010-2011	121	118	98	46	43	51	7	39	25	30		
Caucasian/White	2009-2010	216	205	95	42	41	46	6	36	36	22		
	2010-2011	171	163	95	52	52	50	6	46	25	23		
African American/Black	2009-2010	38	31	82	13	8	22	<1	13	29	58		
	2010-2011	34	33	97	21	10	21	<1	21	27	52		
Hispanic	2009-2010	6	6	100		14	40						
	2010-2011	6	5	83		20	36						
Asian or Pacific Islander	2009-2010	27	27	100	19	20	51	<1	19	37	41		
	2010-2011	27	27	100	44	40	62	4	41	26	30		
American Indian or Native Alaskan	2009-2010	1	1	100			28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	102	94	92	18	16	28	<1	18	38	43		
	2010-2011	102	94	92	31	21	31	1	30	28	41		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	46	40	87	8	12	14	<1	8	43	50		
	2010-2011	30	29	97	14	17	15	<1	14	24	62		
Limited English Proficient	2009-2010	43	38	88	11	6	16	<1	11	32	58		
	2010-2011	41	40	98	13	6	17	<1	13	30	58		

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	239	232	97	38	35	44	4	34	23	39	227	5
Female													
	2010-2011	118	113	96	35	30	40	2	34	25	40		
Male													
	2010-2011	121	119	98	40	40	48	7	34	21	39		
Caucasian/White													
	2010-2011	171	168	98	44	44	45	4	40	24	32		
African American/Black													
	2010-2011	34	32	94	13	6	19	3	9	19	69		
Hispanic													
	2010-2011	6	6	100		27	37						
Asian or Pacific Islander													
	2010-2011	27	25	93	36	31	49	8	28	20	44		
American Indian or Native Alaskan													
	2010-2011	0	0				26						
Economically Disadvantaged													
	2010-2011	102	96	94	22	17	29	4	18	19	59		
Migrant													
	2010-2011	0	0										
Students with Disabilities													
	2010-2011	30	28	93	21	20	14	7	14	7	71		
Limited English Proficient													
	2010-2011	41	38	93	3	3	10	<1	3	16	82		

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	96	95	96	50	47	49	96	95	96	40	37	47	83	77	83
Caucasian/White	95	94	96	58	58	50	95	94	96	47	46	48	87	80	83
African American/Black	*	95	93	18	11	26	*	95	93	16	9	22	73	70	73
Hispanic	*	*	90	*	44	44	*	*	90	*	19	38	50	63	77
Asian or Pacific Islander	*	*	96	36	34	47	*	*	96	32	30	55	88	81	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	100	50	67
Economically Disadvantaged	92	92	94	30	24	33	92	92	94	24	19	30	79	65	71
Students with Disabilities	*	88	91	16	18	17	*	88	91	10	14	15	54	49	65
Limited English Proficient	98	95	94	14	7	11	98	95	94	11	6	16	80	73	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	16	6	32	5	10	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	1

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	2.76

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.